This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

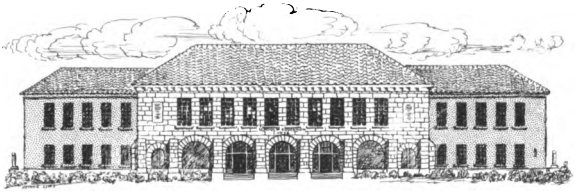
Google™ books

https://books.google.com

The first reader

William Torrey Harris, John J. Harley, Andrew Jackson Rickoff, Albert Bobbett, Mark Bailey, John Karst, D. Appleton and Company

Digitized by Google



SCHOOL OF EDUCATION
LIBRARY

TEXTBOOK COLLECTION
GIFT OF
THE PUBLISHERS

STANFORD UNIVERSITY
LIBRARIES

The retail price of this book is $ .....

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

JOHN AND HIS BOAT. (SEE PAGE 60.)

Digitized by Google

APPLETONS' SCHOOL READERS.

THE

FIRST READER.

BY

WILLIAM T. HARRIS, A.M., LL.D.,
SUPERINTENDENT OF SCHOOLS, ST. LOUIS, MO.

ANDREW J. RICKOFF, A.M.,
SUPERINTENDENT OF INSTRUCTION, CLEVELAND, OHIO.

MARK BAILEY, A.M.,
INSTRUCTOR IN ELOCUTION, YALE COLLEGE.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

NEW YORK ·:· CINCINNATI ·:· CHICAGO:
AMERICAN BOOK COMPANY.

Digitized by Google

LIBRARY OF THE
LELAND STANFORD JR. UNIVERSITY.

a, 38089.

COPYRIGHT, 1877 AND 1878,
BY D. APPLETON AND COMPANY.

W. P. 23

C

Digitized by Google

FROM THE AUTHORS TO THE TEACHER.

THE teacher using this book can teach by any method which he may prefer; but the experience of many years has convinced us that a judicious combination of the word and phonic methods is the best. It makes the shortest step from the known to the unknown; it makes the pupil independent of the aid of the teacher sooner than any other.

This is the way we would use the book: We would teach the pupil to recognize the word "cat," and successively "a," "the," and "my," with the word "cat" and separately. We would do the same with the words to be found on the two succeeding pages. So far we would teach exclusively by what is called the "word method."

While this is going on, we would be preparing the children for the next step (see page 8). This may be done as follows: At the close of each lesson, without reference to book or blackboard, we would pronounce the words of the lesson, and other words, slowly and more slowly, till they were resolved into their elementary sounds. We would also exercise the children in doing the same. After three or four exercises of this kind we would pronounce the elements of familiar words very slowly, and have the children tell the words. In doing this, at first, the elements should not be entirely separated, but each should be made to glide into the next, the words being thus drawled out rather than distinctly separated into their elementary sounds. The object of this process, at this stage, is not to train the children to analyze and form words, but it is to lead them to notice the fact that the words which they use are composed of one or more different sounds, and that, by joining sounds together, they may make up words.

On page 8 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "rat" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the blackboard the ingenious teacher can carry

Digitized by Google

out the plan to any desirable extent. While it is not necessary to arrest the progress of the class till all can give the sounds of all the words on the upper half of page 9, and recombine them into other words as on the lower half, yet extreme caution should be exercised lest they be hurried on too fast, and thus become confused. It should be recollected that the object here is not so much to teach them a few words, as to cultivate the power of making out words for themselves. The *sounds* of the separate letters in the middle of page 9 should be given, not their *names*. At the bottom of the page are three letters, the names of which may be learned. Pages 10 and 11 can be easily taught by following the foregoing hints. The phrases should be pronounced almost as one word.

In going over the review lessons, as on page 13, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

In making words, as on page 12, the combinations "ap," "ack," and "and," having been once learned, should be pronounced as one sound. The sounds of other letters being prefixed, new words may be formed. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the blackboard.

Children should be furnished with slates and pencils on their first entrance into school, and should be taught to write or "print" as they are taught to read. They should, by all means, begin to *write* as soon as they commence the second part of this book.

If possible, the first lessons in reading should be given on the blackboard, the teacher printing the words thereon, so that they can be seen by the whole class at the same time. In this case the plan of instruction should be the same as that which has just been recommended.

Digitized by Google

LANGUAGE LESSONS.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation. The language lesson for the child in his first reading book can be little more than oral, but the means to be used are not less abundant nor less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

Pictures have been found to be most prolific sources of amusement, and, as subjects for practice in composition, oral and written, are particularly well adapted to school use, especially when in the hands of the children. Hence it is that no necessary care or expense has been spared to make the pictures of this book as attractive, varied, and suggestive as it was possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction from the teacher than may be necessary to give each one a chance to be heard, and to cultivate good manners. This being done, we would, by suggestive questions or hints, lead the children to some exercise of the judgment and imagination in regard to the relation, action, motive, character, etc., etc., of the objects represented. We would even lightly touch the faculty of criticism, by asking what special merits they find in the picture, what changes they would make, etc., etc.

As a preparation for the reading exercises, we would provoke the children to use in conversation the new words which are to be found at the head of each reading lesson; from which words, again, we would derive the new sounds which are about to claim special notice in the succeeding lesson or lessons.

Finally, we would spare no effort to make the reading exercises easy and interesting. The degree of the child's interest will be the measure of his progress.

Digitized by Google

Digitized by Google

LESSON I.

Words and Phrases to be learned by Sight only.

cat

a cat

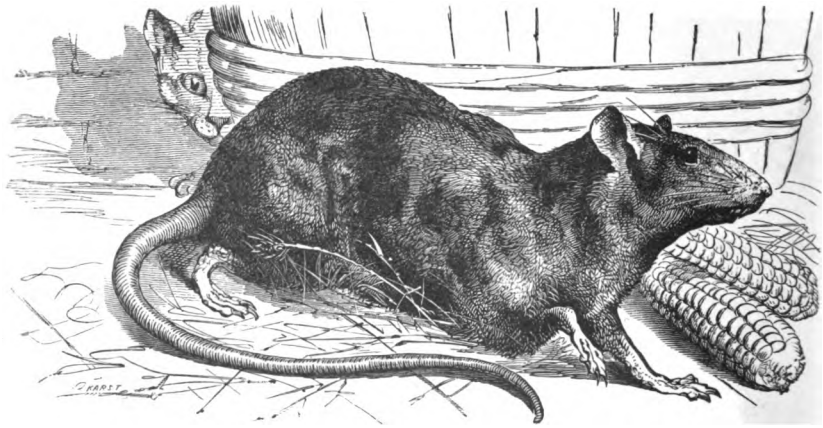
the cat

my cat

the cat

a cat

Digitized by Google



Words and Phrases to be learned by Sight only.

rat **black**

the rat

the black rat | my cat

my black cat

Digitized by Google

Words and Phrases to be learned by Sight only.

rat and cat

the cat and a rat

Has the cat a rat?

The cat has the rat.

Digitized by Google

Finding Sounds.

rat

r – a – t

r – – a – – t

r **a** **t**

Making a Word.

r **a** **t**

r – – a – – t

r – a – t

rat

Digitized by Google

Finding Sounds.

cat	c—a—t	**c a t**
and	a—n—d	**a n d**
has	h—a—s	**h a s**

a c t n d h s

Making Words.

c a n	c—a—n	can
h a d	h—a—d	had
r a n	r—a—n	ran

Naming Letters.

A a R r T t

Digitized by Google

By Sight and Sound.

bat	b–a–t	**b a t**
hat	h–a–t	**h a t**

b

By Sight only.

is he this

a hat and a bat

a black cat

Mr. Rat

Is this a rat?
This is Mr. Rat, and he has a bat.
Has he a hat?
He has a hat and a bat.

Digitized by Google

By Sight and Sound.

can fan and hand

f

By Sight only.

girl in she her

can fan in her hand

This girl has a fan.
The fan is in her hand.
Can she fan?
Can she fan the cat?

Digitized by Google

Finding Sounds.

sat	s-a-t	**s a t**
rap	r-a-p	**r a p**
man	m-a-n	**m a n**
shall	sh-a-ll	**sh a ll**
black	b-l-a-ck	**b l a ck**

a m n s t b r p l ck sh ll

LESSON IX.

Making Words.

ap	ack	and
n-ap	**t**-ack	**s**-and
t-r-ap	**t-r**-ack	**s-t**-and

Naming Letters.

M m B b N n L l

Digitized by Google

Recognizing Words and Phrases at Sight.

no			this
hat			that
her	a bag		girl
his		the track	hand
the	my trap		have
sat		a rat trap	shall
had	me	you	back
into			stand

LESSON XI.

Has Mr. Rat a fan?

No; Mr. Rat has a hat and a bat.

The girl has the fan.

The girl has a cat in her lap, and she fans her.

Digitized by Google

By Sight and Sound.

hen	h-e-n		e
pet	get	nest	egg
let	ten	left	Dash

By Sight only.

now	not	it	do

an egg | ten eggs | can get

a black hen | my pet hen

Digitized by Google

This is my pet hen.
She is a black hen, and she has ten eggs in her nest.
She left her nest, and now a rat is in it. Can the rat get an egg?
Dash! Dash! do not let the rat get an egg.

LESSON XIV.

Did Dash get the rat?
No; the rat ran into the back shed.
Ann! Ann! get the rat trap, and let me set it in the shed.
Now we can catch the rat.

Digitized by Google

Finding Sounds.

leg	l-e-g	**l e g**
den	d-e-n	**d e n**
felt	f-e-l-t	**f e l t**
rest	r-e-s-t	**r e s t**

e g t n s l f d

Making Words.

l e t	l-e-t	let
s e t	s-e-t	set
t e n	t-e-n	ten
t e ll	t-e-ll	tell
f e ll	f-e-ll	fell
s l e d	s-l-e-d	sled
h e l d	h-e-l-d	held

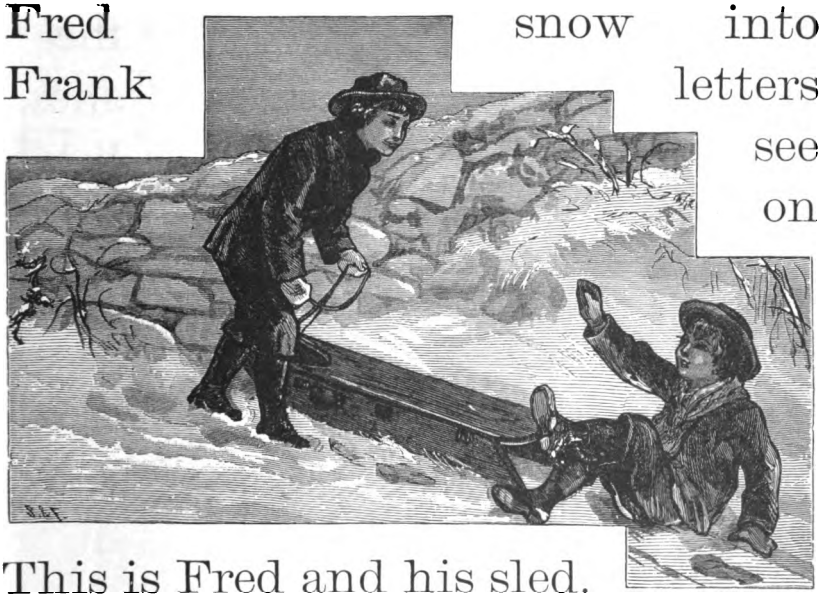
Naming Letters.

E e F f G g D d

Digitized by Google

By Sound. *By Sight.*

Fred
Frank
snow
into
letters
see
on



This is Fred and his sled.

Fred let Frank stand on his sled, and Frank fell back into the snow.

Do you see the tracks in the snow?

This is a red sled, and it has black letters on it.

Digitized by Google

Recognizing Words and Sentences at Sight.

I			me
fed			she
you	I am.		her
his		She is.	tell
my	I have.		upon
is		She has.	sled
let	yes	no	you
shall			egg

Making Words.

th	y	ss
ed	en	ess
b-ed	d-en	l-ess
l-ed	m-en	p-r-ess
r-ed	th-en	d-r-ess
y-es		y-et

Digitized by Google

REVIEW.

in bed into see me

a red dress my red dress

Can you see me?
I can get into bed, and then you can not see me.
Am I in bed?
No, I am not in bed. I have my dress on yet.
This is my red dress.
You have not a red dress, have you?
Do you see a cat on the bed?
That is my cat. She is a black cat.

Digitized by Google

By Sight and Sound.

ship sh-i-p i

is it big with
if hit will sink

See my ship, Frank. It is a big ship, and it will not sink.

Yes, Fred, it will sink, if I hit it with my bat.

Oh, yes! if you hit it, it will sink.

Digitized by Google

Finding Sounds.

lip	l-i-p	**l i p**
fit	f-i-t	**f i t**
kill	k-i-ll	**k i ll**
dish	d-i-sh	**d i sh**
sink	s-i-n-k	**s i n k**

i f h t w ll sh p s n k

Making Words.

p i n	p-i-n	pin
t i p	t-i-p	tip
f i sh	f-i-sh	fish
h i ll	h-i-ll	hill
s t i ll	s-t-i-ll	still

Naming Letters.

I i H h K k W w

Digitized by Google

Recognizing Words and Phrases at Sight.

I		Fred
me	fly a fly	Frank
my	a big fly	will
was		pin
him	fish	with
his	a fish	still
she	a little fish	big
her		sink
us		hill

Making Words.

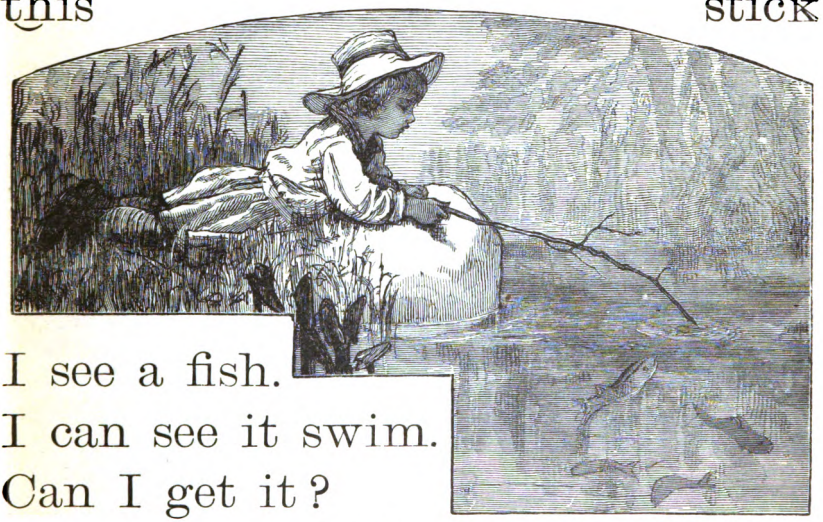
id	ink	ill
l-id	p-ink	f-ill
h-id	w-ink	m-ill
d-id	th-ink	p-ill
k-id	d-r-ink	s-p-ill

Digitized by Google

By Sound.

swim then fish

this stick



I see a fish.
I can see it swim.
Can I get it?
If I am still, the fish will swim to me, and then I can get it.
I will let the fish see the tip of this stick, and it will think it is a fly.
Little fish, little fish, see!
Little fish, little fish, swim to me.

Digitized by Google

By Sight.

Belle not are boy

the ink

let you

No, you shall not get in!

You hid my hat, and you let Belle spill the ink!

I will not let you in, and I will tell that you hit Belle!

I think you are a bad, bad boy, and I will not let you in!

Digitized by Google

REVIEW.

Practice in recognizing Words at Sight.

my	so	he	now
no	the	upon	girl
boy	are	fly	into
she	you	her	black

Practice in rapid recognition of Words in Sentences.

See my red dress! Dash bit the black rat on the lip. Did the bad boy get in? Has the hen a nest? Dash! Dash! get the rat!

See that big boy at the well! Fred has a ship. Will the ship sink?

A fish can swim. The man by the mill has a bag in his hand. The cat had a nap on the bed.

Digitized by Google

Digitized by Google

A Language Lesson.

tree a tree an apple tree

green green grass a green tree

sweet a sweet apple

tree	t-r-ee	**t r ee**
green	g-r-ee-n	**g r ee n**
sweet	s-w-ee-t	**s w ee t**

ee

s-ee-n seen

Harry has seen the nest.

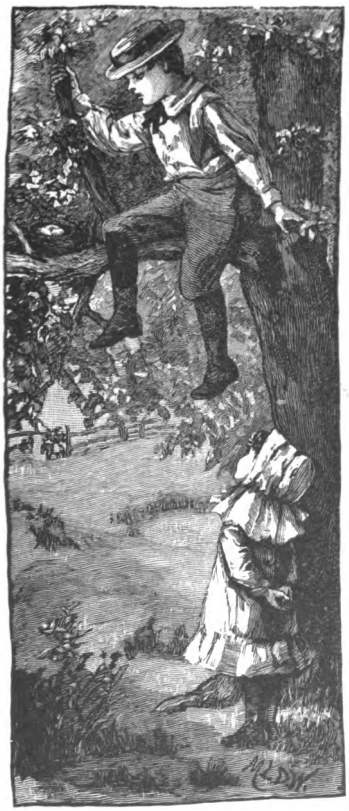
p-ee-p peep

Can Rosy peep into the well?

s-w-ee-p sweep

See Bessy sweep the steps.

Digitized by Google



By Sound.

it that nest
in them yes
as see eggs

I see a nest, Rosy! Can you see it? It is in this big green tree.

Yes, Fred, I see it. Can you see eggs in the nest?

Yes, Rosy, I can.

Oh, Fred, can I get a peep at them?

I will get the nest, Rosy, and let you see it.

No! no! I beg you not to get it.

Digitized by Google

REVIEW.

Do you see that tree on the hill?

Well, a pretty nest is in that tree. Harry, Fred, and I, went to see the nest. It had three green eggs in it.

Harry got the nest for us to see.

As he held it in his hand, an egg fell upon the grass.

Fred set the nest back in the tree.

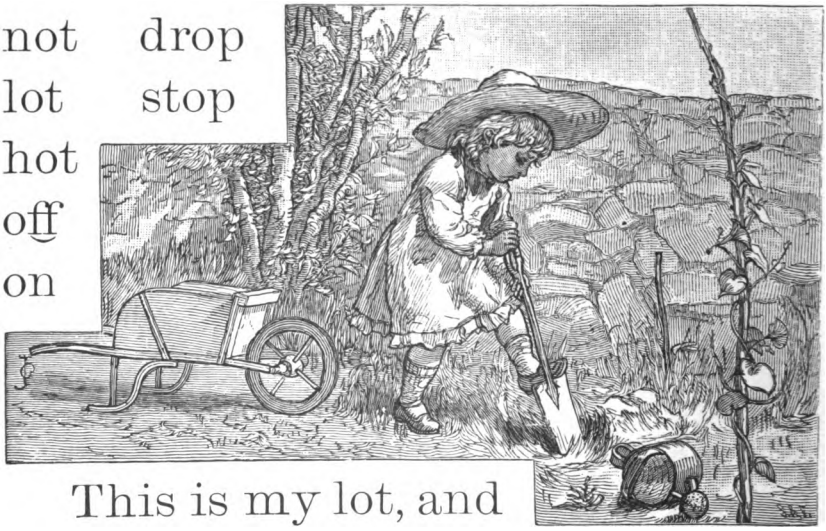
Was it not bad in Harry to get the nest?

Digitized by Google

By Sight and Sound.

Tom T-o-m o

not drop
lot stop
hot
off
on



This is my lot, and I shall dig a deep well in it.

It is so hot, I have to keep on my big hat. Do you think it will drop off? I will not let it.

I can not stop yet; I have to dig my well.

Digitized by Google

Finding Sounds.

lot	l-o-t	**l o t**
not	n-o-t	**n o t**
stop	s-t-o-p	**s t o p**
drop	d-r-o-p	**d r o p**

o n t s p d r l

Making Words.

t o p	t-o-p	top
n o d	n-o-d	nod
d o ll	d-o-ll	doll
l o s t	l-o-s-t	lost
s p o t	s-p-o-t	spot
p o n d	p-o-n-d	pond

Naming Letters.

Oo Pp Cc Ss

Digitized by Google

By Sound.

off
Jip
glad
mill
with

By Sight.

they
walk
came
made
cried

Nell and Jip have had a long walk, and now they are glad to stop and rest.

As Nell went by the mill, she met Frank with his big dog, Dash.

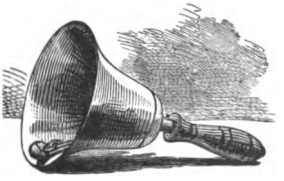
Dash and Jip ran at a hog, and Jip bit it on the leg.

Then a man came and hit Jip, and made him and Dash run off.

Digitized by Google

Making Words.

ng

ing		ang
s-ing		**s**-ang
r-ing		**r**-ang
s-p-r-ing		**s-p-r**-ang

ding'-dong

As Nell came by the pond, she saw a big green frog sitting on a rock.

When Jip saw the frog, he ran at him.

Nell cried, "Stop! Stop, Jip! Stop, I tell you!"

When the frog saw Jip, he sprang into the pond and swam off.

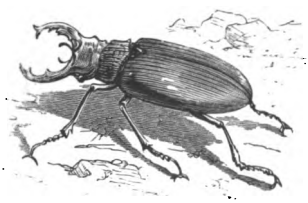
Digitized by Google

By Sound. *By Sight.*

thick
pinch
bee'-tle

two
eyes
bird

A fly has two thin wings, two big eyes, and six legs.



A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.

A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

Digitized by Google

By Sound.

with yes drop

mill pond swim'-ming

Do you see the mill?

Is that Tom by the mill pond?

No, that is Frank, and the dog is Dash. Do you not see Dash in the pond?

Oh, yes! See, he is swimming!

Frank let his hat drop into the pond. Do you think he can get it?

Digitized by Google

Digitized by Google

By Sight and Sound.

sun	s-u-n	u
run	just	us
but	jump	such
sun′-set	set′-ting	

By Sight only.

almost there gone

O Frank, see the sun! It is so big!

Yes, Rosy, it is just setting. I am glad I can see the sunset.

But, Frank, see, it is almost gone! There—it is gone!

Come, Rosy, let us run and jump now in this long grass. Run, Rosy—run!

Digitized by Google

Finding Sounds.

cut	c-u-t	**c u t**
sup	s-u-p	**s u p**
pump	p-u-m-p	**p u m p**
bunch	b-u-n-ch	**b u n ch**

u c n b t s ch m p

Making Words.

b u t	b-u-t	but
p u p	p-u-p	pup
m u ch	m-u-ch	much
m u s t	m-u-s-t	must
b u m p	b-u-m-p	bump
s t u m p	s-t-u-m-p	stump

Naming Letters.

U u J j X x Y y

Digitized by Google

By Sound.		*By Sight.*	
fençe	tum′-ble	only	says
ug′-ly	stum′-bled	broken	over

Nell has had a tumble.

She did not see that ugly little stump by the fence, and she stumbled over it, and fell.

Frank has run to help her. "Jump up, Nell!" he says; "jump up, and I will pick up the eggs. See! only one egg is broken. Are you not glad?"

Digitized by Google

By Sound.

them
meet
just

By Sight.

may
said
they

"Come, Bessy," said Fanny, "let us run to meet papa."

"May I come too?" cried Nat.

"Yes, Nat, you may come; and so may Dash.—Come, Dash—come!"

"Do you see papa, Fanny?"

"Yes, I see him. You see him too, Nat—do you not?"

Digitized by Google

So they ran on, hand in hand, with a hop, skip, and a jump, and Dash ran with them.

But little Nat stumbled and fell; Fanny tumbled over Nat, and Bessy fell on top of Fanny.

Dash did not stop to help them. He just ran on by himself, and he was the only one to meet papa.

LESSON XXXVIII.

By Sound.		*By Sight.*	
cheer	rob′-in	birds	Mrs.
plum	red′-breast	here	
hatch	sit′-ting	now	how

It is spring, and the birds have come back. Here is one, now, on

Digitized by Google

the post by the plum tree.

It is Robin Redbreast. How do you do, Robin Redbreast?

See how glad he is! He is singing, "Cheer-up! cheer-up! cheer-up!"

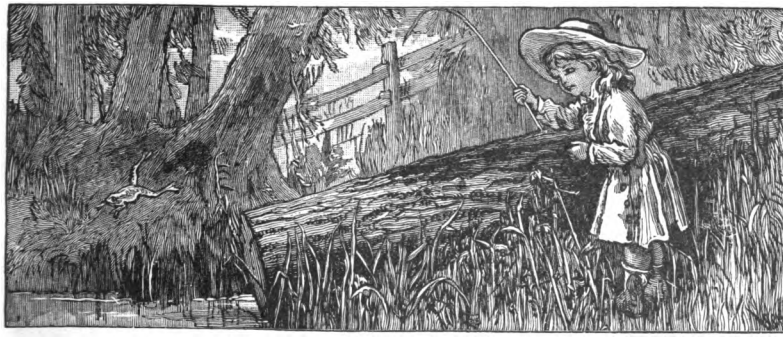
He has a nest in the plum tree, and it has eggs in it.

Mrs. Redbreast is sitting on them. Soon the eggs will hatch, and then we shall see the little birds.

How Robin keeps singing, "Cheer-up! cheer-up! cheer-up!"

Digitized by Google

VOCAL DRILL.



Little frog, little frog, sing for Tom!
The little frog did not sing.
Little frog, little frog, hop for Tom!
The little frog did not hop.
Little frog, little frog, jump for Tom!
The little frog jumped. He jumped into the pond.
Little frog, little frog, swim!
But the little frog hid in the mud.

Digitized by Google

Digitized by Google

A Language Lesson.

room [in a room] [in this room]
spool Silk is on this spool.

room	r-o͝o-m	**r o͝o m**
spool	s-p-o͝o-l	**s p o͝o l**
soon	s-o͝o-n	**s o͝o n**

o͝o

m-o͝o-n moon

"I see the moon, and the moon sees me."

s-p-o͝o-n spoon

"The dish ran off with the spoon."

b-o͝o-t boot

I can not get my boot off.

Digitized by Google

oy

By Sound. *By Sight.*

boy fox three chestnut
brush catch out after

Three boys went up on the hill, to get nuts from a chestnut tree.

A fox ran out of the brush by the tree, and the boys set the dogs on him.

The dogs ran after the fox, but they did not catch him.

Digitized by Google

oi

By Sound. *By Sight.*

grand swift'-ly tail
brush point'-ed nose
eyes
here
sharp

I am the fox. The dogs ran after me, but they did not get me, you see.

I can run swiftly, I tell you!

See what a grand tail I have! Is it not a big brush?

My eyes are sharp, and my pointed nose can smell a dog far off.

Do not tell the boys I am here, will you? I wish to rest.

Digitized by Google

By Sound.

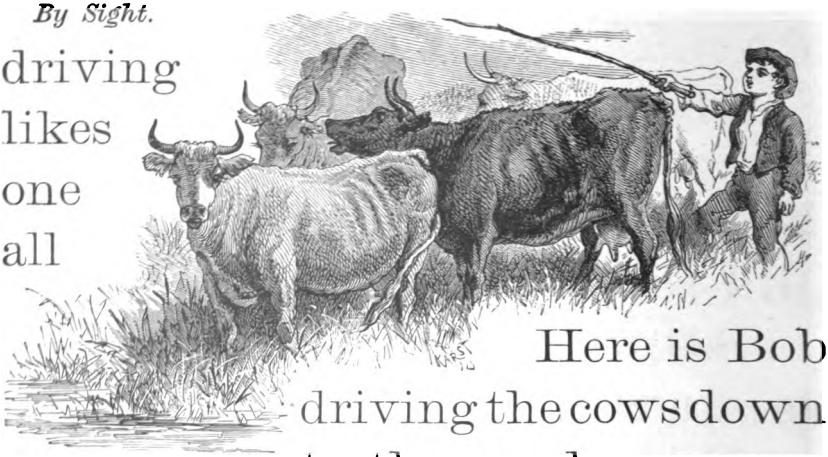
ow

cow	how	down	brown
now	owl	town	crowd

a brown cow a red cow

By Sight.

driving
likes
one
all



Here is Bob driving the cows down to the pond.

Bob is fond of all of the cows, but he likes the little brown one the best. That is his cow.

Digitized by Google

By Sound.

milked	seem	stick
un-less′	gen′-tle	needs

Dick has fed the cows and Mabel has milked them, and now Bob is driving them down to the pond.

How gentle the cows seem!

Bob has a long stick in his hand, but I do not think he needs to hit the cows with it.

"Bob! Bob! Bob!" I say, "do you hit the cows with that stick?"

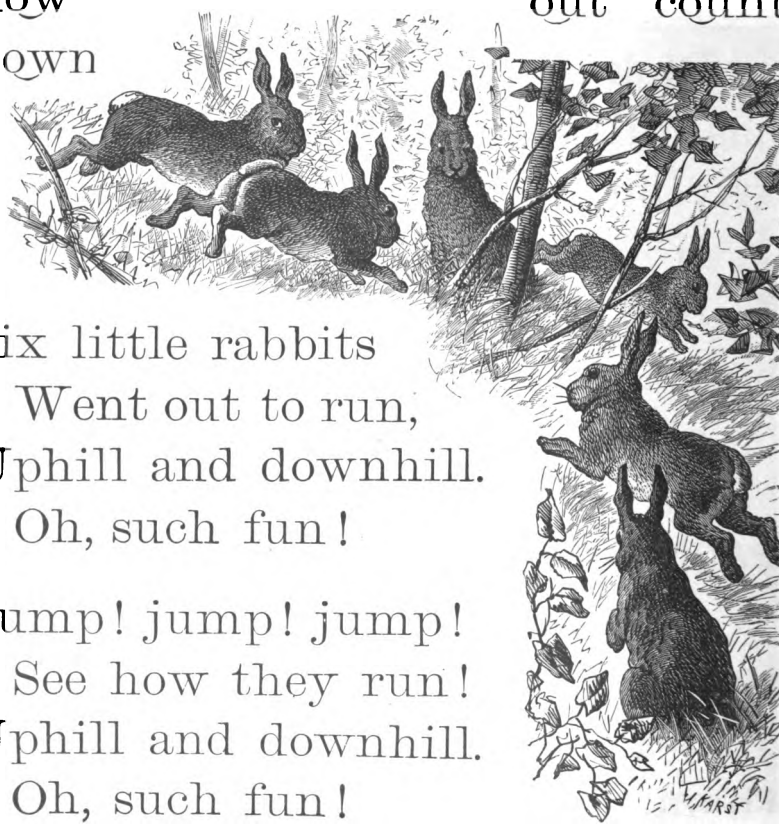
"I do not hit them unless they try to run off; then I hit them just a little. I do not like to hit them."

Digitized by Google

By Sound.

ou

rab'-bits our loud
how out count
down



Six little rabbits
Went out to run,
Uphill and downhill.
Oh, such fun!

Jump! jump! jump!
See how they run!
Uphill and downhill.
Oh, such fun!

Digitized by Google

REVIEW.

Practice in Rapid Recognition.

My sled is lost. Frank likes his big rabbit the best. Is the egg broken?

The sun has set, and the moon is up. I let my cup drop into the well.

Pick up the pin, and stick it in my dress. The fox has sharp eyes.

LESSON XLVII.

Let us run down to the pond and see the frogs. Will the frogs jump into the pond? Yes, yes, and we shall see them jump.

Stop! Stop, Dash! Stop, I tell you. Did Bob hit the cows?

Digitized by Google

THE ALPHABET.

To be learned and repeated in order.

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	& &

I. II. III. IV. V. VI. VII. VIII. IX. X.

Digitized by Google

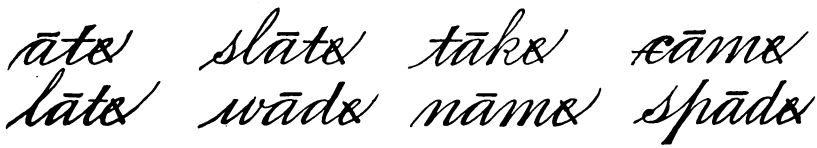
PART SECOND.

Digitized by Google

Digitized by Google

Words to be spelled by Sound and by Letter.

ă		ā	
măt	păn	căn	căp
māte	pāne	cāne	cāpe
āpe	sāve	lāke	blāze
wāve	gāve	brāve	skāte



SLATE WORK.

Words to be copied, and vowels and silent letters marked.

sat	slate	hat
man	cane	ran
had	name	gate

Digitized by Google

By Sound.

slāte gāve frāme nāme

fāçe blăck thăt

By Sight.

new mamma my

See my new slate!

My mamma gave it to me.

The face of my slate is black, and the frame is red.

That is my name at the top of the slate.

Digitized by Google

By Sound. *By Sight.*

cāge Dĭck bird
nāme sweet some
cāke come

Dick! Dick! come out of the cage.

Come, Dick, come sit on my hand and sing me a song.

Sing, little bird, sing a sweet song, and I will give you some cake.

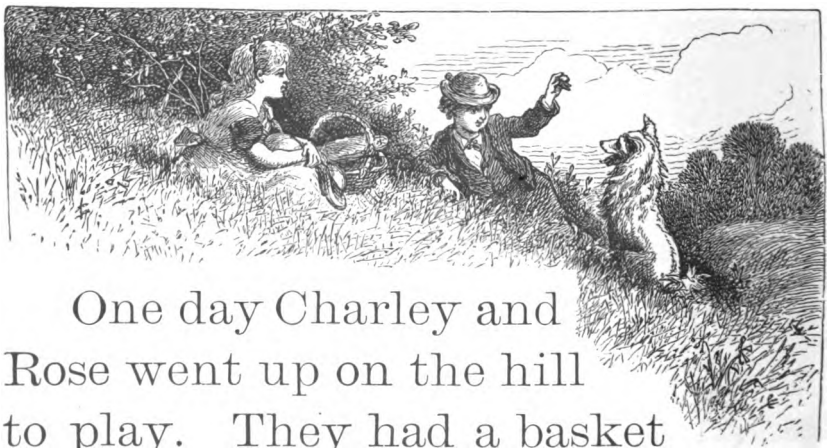
Digitized by Google

By Sound.

āy

dāy	wāy	hāy	stāy
māy	gāy	sāy	plāy

Mĭss lŭnch



One day Charley and Rose went up on the hill to play. They had a basket of lunch, and went to stay all day.

Rose had her doll, Miss Pink, with her; and Jip, the dog, went with Charley.

Digitized by Google

By Sound.

āi

rāin	wāit	sāil	lāid
pāint	wāist	snāil	stāyed

By Sight.

began under over

under a tree a long romp

Rose and Charley had a long romp in the sweet, fresh hay, but they stayed too long.

The sun went down, and it began to rain; so they had to wait under a tree till the rain was over.

I think they will not stay so long when next they go on the hill to play.

Digitized by Google

JOHN AND HIS BOAT.

John went down to the lake to sail his little boat. Kate and Fanny went too.

It is a very pretty boat. John made it himself. It has a deck and sails, and a flag at the bow.

Fanny had her doll with her, and John set the doll in the boat, to let her have a sail.

But, as the boat went down the lake, it struck a rock, and upset.

"Oh, my dolly will drown! My dolly will drown!" cried little Fanny.

But John waded in, and got both the dolly and the boat.

Digitized by Google

Words to be spelled by Sound and by Letter.

ĭ		ī	
bĭt	pĭn	rĭp	hĭd
bīte	pīne	rīpe	hīde
sīde	tīme	līke	līfe
slīde	pīpe	wīde	wīpe

mīne kīte pīle nīne
mīle rīde līne tīme

SLATE WORK.

Words to be copied, and vowels and silent letters marked.

sit	line	his
lip	bite	mill
tin	hide	pine

Digitized by Google

By Sound.		*By Sight.*	
Jāmȩş	vĕr′-y	girls	cold
slīdȩ	īçȩ		snow
boyş			pull

The snow has come, and ice is on the pond. How cold it is!

Do you see the girls and boys at play?

May and Kate sit on the sled; Ned and James pull them up the hill.

Charley is on the pond. He can skate very well.

Digitized by Google

By Sound.

rīde
a-wāy′
a-frāid′

By Sight.

here
come
behind

"Come, Rosy," said Frank, "get on my sled, and let us have a ride down hill."

So Rosy got on behind Frank, and away they went down hill.

Here you can see them.

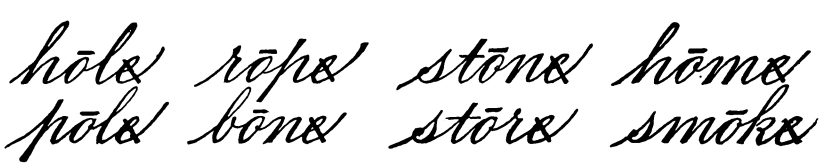
Rosy seems to be very much afraid.

I think she may well be afraid, for the hill is very steep.

Digitized by Google

Words to be spelled by Sound and by Letter.

	ŏ	ō	
nŏt	rŏd	hŏp	rŏb
nōte	rōde	hōpe	rōbe
ōats	coat	rōad	lōad
bōat	flōat	tōad	four



SLATE WORK.

Words to be copied, and vowels and silent letters marked.

box	drop	trod
rope	boat	goat
stove	rose	toad

Digitized by Google

By Sound.

tāk′-ing
flōat′-ed
gō′-ing
ōld
sō

This old man has lost his boat.

See, it has floated so far from the shore that he can not get it.

Can he not swim out to it and get it?

He is so old he can not swim.

I see a boy on the shore taking off his coat.

Do you not think he is going to get the boat for the poor old man?

Digitized by Google

By Sound.

rōs′-y	◂clōs◂	whīt◂
ō′-p◂n	brown	lĭt′-tl◂
gōld′-◂n	mouth	ăp′-pl◂

Sleep, Dolly, sleep!
You must not, must not weep.
Now close your eyes so brown,
And let me lay you down.
Sleep, Dolly, sleep!

Digitized by Google

Wake, Dolly, wake!
Too long a nap you take.
It's time to make the tea,
And you must help, you see.
Wake, Dolly, wake!

Run, Dolly, run!
Run out in the golden sun;
Run up the hill with me,
Now down to the apple tree.
Run, Dolly, run!

My Dolly has rosy cheeks, and brown eyes, and a sweet little mouth. Her eyes can open and shut. If I lay her down, she will close them.

Digitized by Google

ą̈w

By Sound. *By Sight.*

hą̈wk c̆ăr′-ry feedş mother

strą̈w chĭc̆k′-enş

są̈w

c̆lą̈w

pounc̆e

A hawk is a big bird that feeds on little birds.

One day I saw a hawk pounce upon a poor little duck, and carry it off in his claws.

Hawks will eat chickens too.

Digitized by Google

One day a little chicken said: "Mother, may I go out into the road? I think I see a bug in the road, and I wish to get it."

But his mother said, "No, no, my chick! you must not go into the road. I saw a hawk, just now, in the old oak tree, and I am afraid he will catch you."

"O mother, the hawk can not catch me! Just see how swiftly I can run! Indeed, I can almost fly. Just see, mother!"

And the chicken ran to the apple tree, and back to his mother.

But still his mother said, "No,

Digitized by Google

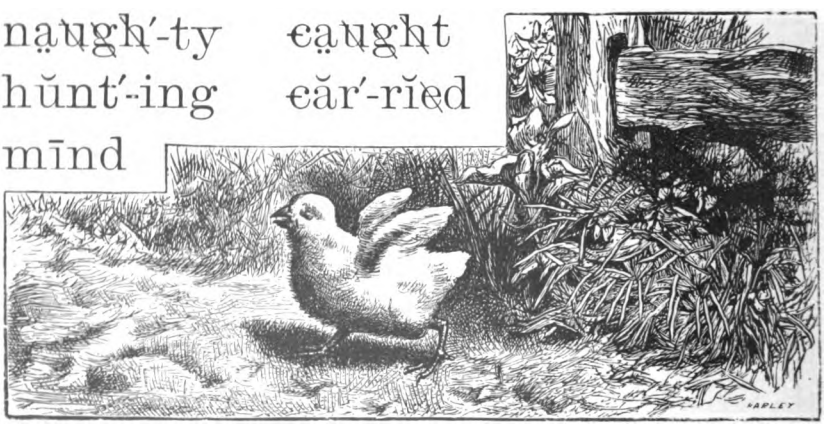
no, my chick! you must not go into the road."

LESSON XV.

ą̈u

By Sound.

nąughˊ-ty caught
hŭntˊ-ing cărˊ-rĭed
mīnd



Here you see the little chicken. He was a naughty little chicken; so, when his mother was hunting bugs, and did not see him, he crept

Digitized by Google

under the fence, and ran out into the road.

He caught the bug that he had seen, and ate it. Then he said to himself, "Oh! is not this nice, fine dust to make tracks in! I do like to make tracks in such soft dust!"

So the little chicken ran up and down the road, making tracks in the dust.

But soon the big hawk saw him. Down he came, and caught him, and carried him away to his nest in the old oak tree.

O little chicken! little chicken! why did you not mind your mother?

Digitized by Google

Words to be spelled by Sound and by Letter.

ŭ,		ū	
ŭs	c̆ŭb	tŭb	plŭm
ūs̱e	c̆ūbe	tūbe	plūme
mūte	glūe	tūne	a-mūs̱e′
c̆ūre	blūe	pūre	re-fūs̱e′

jŭst hŭnt mūte dŭck
jŭmp mūle bŭnch hūge

SLATE WORK.

Words to be copied, and vowels and silent letters marked.

and	club	blue
cup	tube	rain
mule	mine	home

Digitized by Google

By Sound.

Jĭp
ūṣed
Pa̤ul
ha̤ul
gāvę

spōōlṣ
wăg′-on
fĭll′-ing

Harry gave Paul four spools.

Paul used the spools for wheels, and made a little wagon.

He is filling his wagon, now, with sticks and grass. He thinks his dog, Jip, will haul it to the boat for him.

Do you think Jip will?

Digitized by Google

By Sound.		*By Sight.*
bōth	fīfe	paper
māde	whīte	soldiers
plāys	plūmes	

Tom and I are soldiers. He has a drum and I have a fife, and both of us have soldier caps.

His cap is white, with a blue plume in it; and my cap is blue, with a white plume in it.

Mother made our caps. She made them of paper. The plumes are made of paper too.

Tom plays on his drum—rub-a-dub-dub, rub-a-dub-dub; but I play a pretty tune on my fife.

Digitized by Google

THE SLEEPY MULE.

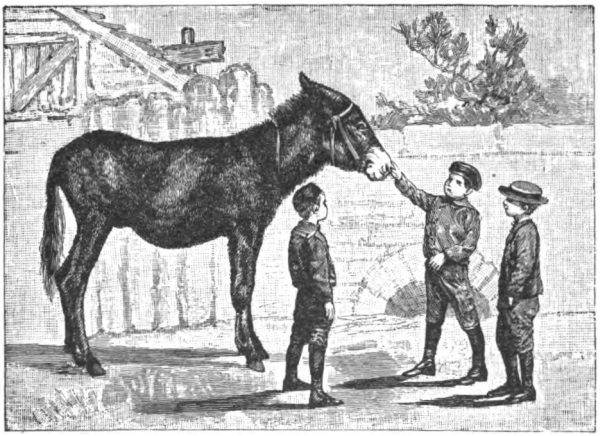
PART I.

By Sound.

sleep'-y
hōld
fīe

By Sight.

any
sure
throw



"Here is old Bob! Come, boys, let us have a ride!"

"I am afraid to get on him, Fred; he may throw us off."

"Fie, Paul! What are you afraid of? Bob is a sleepy old mule. I am sure any one can ride him. Come on, boys!"

Digitized by Google

THE SLEEPY MULE.

PART II.

By Sound.		*By Sight.*
thōṣe	a-frāid′	your
kĭcked	seemed	could
jŭmped	hăng′-ing	thought

"Now, Bob, we are all on your back, and you must give us a fine ride!

"Do not be afraid, Paul; I will hold you on.

"Get up, Bob!"

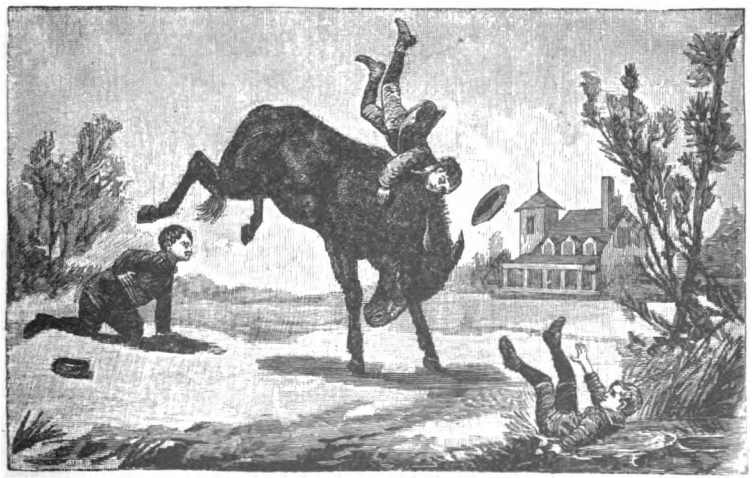
Bob did not like to have all those boys on his back; so he ran, and jumped, and kicked, until the boys could not hold on any longer.

Digitized by Google

There is Charley, on the ground; and Fred is hanging on Bob's neck, but I think he will soon fall off.

And where is Paul? There he is, in the mud!

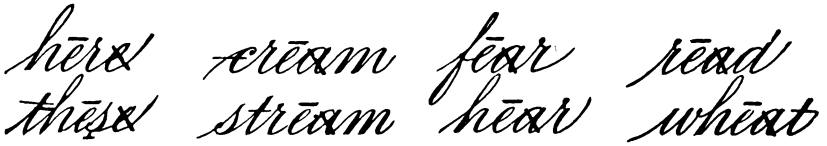
Fred can not ride so well as he thought he could, and Bob is not such a sleepy old mule as he seemed to be.



Digitized by Google

Words to be spelled by Sound and by Letter.

ĕ		ē	
mĕt	bĕd	wĕt	shĕll
mē	bē	wē	shē
mĕt	bĕd	mĕn	nĕt
mēat	bēad	mēan	nēat



SLATE WORK.

Words to be copied, and vowels and silent letters marked.

he	me	tear
red	near	here
hen	wheat	dear

Digitized by Google

THE LITTLE RED HEN.

The little red hen found a grain of wheat, and she said, "Who will plant this wheat?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

"I will, then," said the little red hen; and she did.

When the wheat was ripe, she said, "Who will take this wheat to the mill, to be ground into flour?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

Digitized by Google

When she came back with the flour, she said, "Who will make this flour into bread?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.

When the bread was done, the little red hen said, "Who will eat this bread?"

The rat said, "I will;" the cat said, "I will;" and the pig said, "I will."

The little red hen said, "No, you won't, for I am going to do that myself;" and she did.

Digitized by Google

A LANGUAGE LESSON.

Words to be put in place of the pictures and dashes.

Mr. Rat had a on.

Miss Kitty sat in a .

This is old Bob, the .

What a fine this is!

The said, "I —;" the said, "I —;" and the said, "I —."

The little red said, "I —;" and — did.

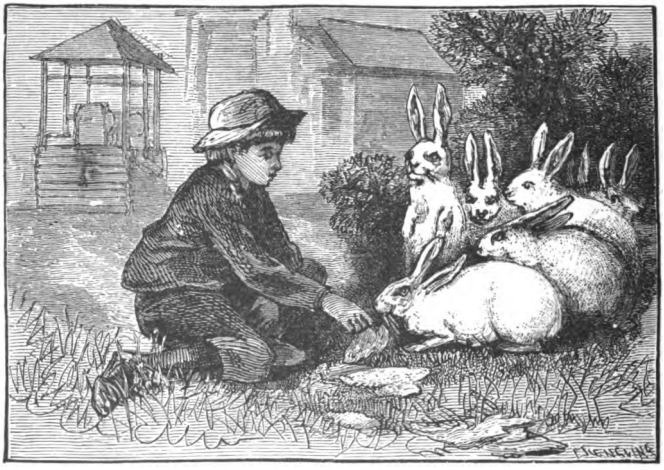
I can climb a and roll a .

I can — a and — a .

Can you tell six things this can do?

Digitized by Google

fīv℮	hīd′-ing	līk℮
be-hīnd′	c℮ăb′-bag℮	sĕv′-℮n



THE RABBITS.

Here we can see Harry feeding his rabbits.

What kind of rabbits are they, Harry?

They are white rabbits, and they have pink eyes.

Digitized by Google

This little one that I am feeding is my pet, and I call her Bunny Belle.

What is it that you are feeding to her, Harry?

It is a cabbage leaf. Rabbits like cabbage very much.

How many rabbits have you?

Can you not count them?

One, two, three, four, five, six. You have six rabbits, Harry.

Ah! I see you can not count well. I have more than six rabbits.

More than six? Oh, yes, there is one hiding behind the rest. I can see just the tips of his ears. You have seven rabbits, Harry.

Digitized by Google

By Sound.		*By Sight.*
ō′-p&n	hĭd′-d&n	rubber
pē&ch	chĭl′-dren	brimful

APRIL.

The sun is behind the clouds. The sky is black, and the rain pours down. The children have to stay in the house.

Now the sun comes out. The raindrops shine on the trees. Oh, see the rainbow!

The grass is green, and the buds on the peach tree begin to open.

See how white the cherry tree is! Dear old Robin Redbreast is in the top of the tree, singing, "Cheer-up! cheer-up! cheer-up!"

Digitized by Google

Cheer up! cheer up! indeed—for mamma says we may go to the brook to play.

Come, Bessie! Nell! Tom! Charley! Frank! and Rosy! Come.

Is not the brook deep?

Oh, no! it is only wide. See how the children wade in it!

Will they not get wet?

Oh, no! for they have on their rubber boots.

Digitized by Google

Run, boys—run! The soldiers are coming down the street. Here they are! Now the band begins to play.

Hear the drum and the fife! See the plumes on their caps! There is the flag! Hurrah, boys! hurrah!

LESSON XXVIII.

Bessie, did you spill this ink? My doll is asleep in her little crib. Can you swim, Bob? Do you see that little black thing on the log? Yes; it is only an ant.

O Nell, I have found your hat!

Digitized by Google

NANNY'S SONG.

Little bird, little bird,
  Up in the tree,
Sing a sweet song
  To Dolly and me.

Little bird, little bird,
  Brimful of glee,
Sing of the eggs
  In your nest in the tree.

Can you count, little bird?
  Count them, and see
How many eggs
  In your nest in the tree.

Digitized by Google

By Sound.		*By Sight.*
hĕd̈ġe	rŭn′-ning	hopped
crŭmb	drăg′-ging	breakfast

JUNE.

It is too hot to lie in bed. Let us get up, and go out before the sun is up.

I am dressed; are you?

Yes; now let us run out.

Oh! I have found an ant's nest! See these little hills! See the ants running about!

Here is one dragging a big crumb. How strong it is!

I think this must be a mother ant taking some breakfast to her little ones.

Digitized by Google

These little birds got up before the sun was up, as well as we.

They hopped about, and sang to the big sun that it was time for him to get up too.

Then they went down under the hedge and hid in the leaves, and waited for a breakfast to come along.

And here it is—a fine, fat beetle!

Digitized by Google

We have now come to the end of our First Reader. Shall we forget the things we have read in it?

Shall we forget the little children we have met? or the places to which we went with them?

Which child did you like the best? Which story do you think is prettiest?

Which do you think is the nicest place—down at the brook, or up on the hill, or by the apple tree?

Let us learn the prettiest stories, so that we can tell them to our playmates, and to mother.

FINIS.

Digitized by Google

Eclectic School Readings

A carefully graded collection of fresh, interesting, and instructive supplementary readings for young children. The books are well and copiously illustrated by the best artists, and handsomely bound in cloth.

Folk-Story Series

Lane's Stories for Children	$0 25
Baldwin's Fairy Stories and Fables	.35
Baldwin's Old Greek Stories	.45

Famous Story Series

Baldwin's Fifty Famous Stories Retold	.35
Baldwin's Old Stories of the East	.45
Defoe's Robinson Crusoe	.50
Clarke's Arabian Nights	.60

Historical Story Series

Eggleston's Stories of Great Americans	.40
Eggleston's Stories of American Life and Adventure	.50
Guerber's Story of the Chosen People	.60
Guerber's Story of the Greeks	.60
Guerber's Story of the Romans	.60
Guerber's Story of the English	.65
Clarke's Story of Troy	.60
Clarke's Story of Aeneas	.45
Clarke's Story of Caesar	.45

Natural History Series

Kelly's Short Stories of Our Shy Neighbors	.50
Dana's Plants and Their Children	.65

Copies of these books will be sent, prepaid, to any address on receipt of the price by the Publishers:

American Book Company

NEW YORK • CINCINNATI • CHICAGO

Digitized by Google

SUPPLEMENTARY READING

JOHONNOT'S HISTORICAL READERS

SIX BOOKS. 12MO. ILLUSTRATED

Grandfather's Stories. 140 pages	27 cents
Stories of Heroic Deeds. 150 pages	30 cents
Stories of Our Country. 207 pages	40 cents
Stories of Other Lands. 232 pages	40 cents
Stories of the Olden Time. 254 pages	54 cents
Ten Great Events in History. 264 pages	54 cents

JOHONNOT'S NATURAL HISTORY READERS

SIX BOOKS. 12MO. ILLUSTRATED

Book of Cats and Dogs. 96 pages	17 cents
Friends in Feathers and Fur. 140 pages	30 cents
Neighbors with Wings and Fins. 229 pages	40 cents
Some Curious Flyers, Creepers and Swimmers. 224 pages	40 cents
Neighbors with Claws and Hoofs. 256 pages	54 cents
Glimpses of the Animate World. 414 pages	$1.00

These books are admirably adapted for use as supplementary readers. Each series contains a full course of graded lessons for reading upon instructive topics, written in a style that is of the most fascinating interest to children and young people, while training them to habits of observation and storing their minds with valuable information. Each book is fully illustrated in an artistic and attractive manner.

Copies of any of the above books will be sent prepaid to any address, on receipt of the price, by the Publishers:

American Book Company

New York • Cincinnati • Chicago

Digitized by Google

27 cents
30 cents
40 cents
40 cents
54 cents
54 cents

READERS

CED

17 cents
30 cents
40 cents
40 cents
224 pages 54 cents
$1.00

apted for use as supple-
ins a full course of graded
topics, written in a style
est to children and young
abits of observation and
information. Each book
attractive manner.

ent prepaid to any address, on
Publishers:

Company Chicago

Digitized by Google

To avoid fine, this book should be returned on
or before the date last stamped below

10M—3-40

FEB 1 1975

Digitized by Google

Tx
428.42
A649
bk.1
CONY COLLECTION
RICULUM LIBRARY

38089

DATE

NAME

DATE

Harris, Wm. T.

The first reader.

LIBRARY, SCHOOL OF EDUCATION, STANFORD
38089

Digitized by Google

IMPROVED READING BOOKS

SUPPLEMENTARY READING

FOR FIRST READER GRADES

Crosby's Catch-Me Book for Little Folks

Lane's Stories for Children

Easy Steps for Little Feet

Johonnot's Book of Cats and Dogs

Johonnot's Grandfather's Stories

Rickoff's Supplementary First Reader

Funchberg's First Lessons in Reading

Wood's Companion First Reader

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

AMERICAN BOOK COMPANY
NEW YORK • CINCINNATI • CHICAGO

Digitized by Google